

B V

352.0742B

352.0742B

H19

C.1

ANNUAL REPORTS

OF THE

SELECTMEN, TREASURER,

OVERSEERS OF THE POOR,

AND

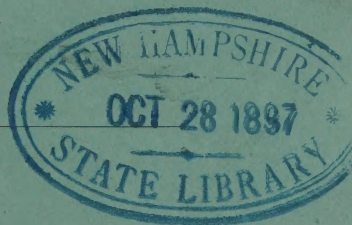
SCHOOL COMMITTEE

OF THE

TOWN OF HANCOCK,

FOR THE FINANCIAL YEAR, ENDING

MARCH, 1874.



MANCHESTER, N. H. :

CAMPBELL & HANSCOM, PRINTERS

1874.



ANNUAL REPORTS  
OF THE  
SELECTMEN, TREASURER,  
OVERSEERS OF THE POOR,  
AND  
SCHOOL COMMITTEE  
OF THE  
TOWN OF HANCOCK,  
FOR THE FINANCIAL YEAR, ENDING  
MARCH, 1874.

---

MANCHESTER, N. H. :  
CAMPBELL & HANSCOM, PRINTERS  
1874.





## TREASURER'S ACCOUNT.

---

Joseph Davis, Town Treasurer, in account with the town of Hancock,

### *Dr.*

To cash received of Treasurer Tuttle . .	\$458 60
Received State bonds, . . . .	3,700 00
William Robinson's note . . . .	59 00
Bills paid by A. D. Tuttle . . . .	44 50
Cash received of county for county paupers . . . .	243 33
Cash received for old iron . . . .	1 81
Cash received State Treasurer, savings bank tax, 1873 . . . .	901 02
Cash received State Treasurer, R. R. tax, 1873 . . . .	125 41
Cash received State Treasurer, literary fund, 1873 . . . .	56 99
State bonds, Hubbard legacy . . . .	2,000 00
One year's interest on State bonds . . . .	222 00
Interest on Hubbard legacy, State bonds . . . .	30 00
David Wilds, Collector for 1873 . . . .	3,296 59
" " " Interest . . . .	4 25
John H. Felch, wheels and running part to old hearse . . . .	18 00
A. D. Tuttle, old books and papers . . . .	3 27
G W. Haywood, use Town Hall . . . .	1 00
Oren Nelson, Collector 1869 . . . .	1 82
Frank Barney " 1872 . . . .	9 98
Librarian for fines . . . .	2 69
For traverse runners old hearse . . . .	18 50
	<hr style="width: 20%; margin-left: 0;"/> \$11,198 76

Joseph Davis, Town Treasurer, in account with the town of Hancock.

*Cr.*

By cash paid the several school districts, which sum includes the literary fund for 1873 :

District No. 1, Jonas W. Goodhue, Prudential Committee . . .	\$272 56	
2, Wallace Sawyer, Pru. Com. . .	86 71	
3, Jeremiah Weston " . .	96 18	
4, Simon L. Fogg " . .	64 43	
5, James S. Hayward " . .	99 17	
6, John P. Hills " . .	89 09	
7, E. R. Danforth " . .	97 32	
8, Z. W. Brooks " . .	110 34	
9, William Weston " . .	33 30	
In Harrisville . . . . .	12 17	
		<hr/> \$961 27

Paid John H. Felch for High school district . . . \$200 00

Paid for repairing hearse contracted by former Board of Selectmen :

Paid Charles Turner, ironing hearse . . .	\$35 36	
B. K. Webber for C. Turner's trustee suit . . .	37 75	
Asa Simonds, pole for hearse . . . . .	5 00	
Charles Turner, iron work on sleigh hearse . . .	21 92	
Charles Turner, work and material for hearse . . . . .	78 92	
Isaac Woods, iron work on hearse . . . . .	8 18	
Charles Turner, " " . . . . .	18 50	
Charles Turner, " " . . . . .	5 62	
		<hr/> \$211 25

COUNTY PAUPERS.

Paid Mrs. M. H. Priest for Catherine Howard . . .	\$76 50
Mrs. F. B. Thayer for Lorena Hill . . . . .	68 00
A. C. Blood & Co., goods for Kelley family . . .	46 50
A C. Blood & Co. " " " . . . . .	11 38



Paid Dr. W. D. Chase, attend. Kelley family .	\$5 00
Dr. M. Christie.       "       "	11 25
Dr. H. H. Smith,       "       "	15 00
A. B. Tuttle, goods delivered "	4 87
Elvira H. Weston, milk for "	2 58
Orland Eaton, wood       "	2 25
	<hr/> \$243 33

#### \*SUPPORT OF POOR.

Paid Charles Hayward for Oscar Hall and Mark Alcutt . . . . .	\$260 00
Charles Hayward, making clothing for O. Hall and M. Alcutt . . . . .	7 82
A. C. Blood & Co. for goods for O. Hall and M. Alcutt . . . . .	1 23
W. W. Hall for Mrs. Sarah Ware . . . . .	26 00
David Patten for transient paupers . . . . .	4 00
Asa Simonds       "       " . . . . .	2 00
Asa Simonds, Overseer of Poor . . . . .	5 00
	<hr/> \$306 05

#### MISCELLANEOUS BILLS.

Paid Farnham & Scott, printing reports 1873	\$20 00
M. V. B. Green, books, blanks and express	13 85
Cyrus A. Whitaker, books furnished schools	9 00
David Bartlett, damages for injury re- ceived on highway . . . . .	7 00
Elijah Washburn, watering tub . . . . .	3 00
Wm. P. Hall,       "       " . . . . .	3 00
Bills paid by A. D. Tuttle, former Treasurer	44 50
Asa Simonds, stationery . . . . .	4 15
Joshua S. Lakin, stove for Selectmen's room . . . . .	10 00
Joshua S. Lakin, journey to Manchester for county pauper money . . . . .	3 00
Joseph Davis, journey to Concord to pay State tax and invest Hubbard legacy in State bonds . . . . .	7 25

Paid A. C. Blood & Co., broom, brush and padlock for town . . . . .	\$1 85
Zopher W. Brooks, repairs on town hall . . . . .	3 95
Samuel Mathews, snowing county bridge . . . . .	3 75
George W. Hayward, care town hall . . . . .	4 00
A. D. Tuttle, shovel for sexton . . . . .	1 40
G. W. Hayward, going to Peterborough, and burying J. Tyrrel . . . . .	8 00
G. W. Hayward, getting and setting stove in Selectmen's room . . . . .	2 00
Richard Emerson, interest on Hubbard legacy, for library . . . . .	15 00
John H. Wood, care of town hall . . . . .	2 00
	— \$166 70

## ROADS AND BRIDGES.

Paid Alcock & Duncan, bridge plank . . . . .	\$41 47
Lewis W. Alcock, cutting out Forest road . . . . .	10 60
C. P. Parkhurst, labor and bridge plank . . . . .	10 65
Albert Jaquith, repairing highway . . . . .	8 00
Thomas Brown, " " . . . . .	7 00
Giles C. Lakin, " " . . . . .	6 77
Hiram Whittemore, " " . . . . .	8 87
Edward R. Danforth, bridge plank . . . . .	4 20
Jerome Weston, repairing highway . . . . .	4 15
James D. Mathews, labor on highway and bridge plank . . . . .	5 49
John Duncan, labor on highway . . . . .	8 00
Charles F. Bond, labor on bridge . . . . .	6 50
John W. Cooledge, repairing highway . . . . .	5 47
Josiah D. Todd, labor on highway . . . . .	5 25
Thomas Shea, " " . . . . .	3 45
Gardner Towne, " " . . . . .	2 20
Orland Eaton, bridge timber . . . . .	60
Moses Rice, labor on bridge . . . . .	60
George W. Hayward, repairing bridge . . . . .	1 50
James S. Hayward, repairing highway . . . . .	7 00
Charles P. Hayward, " " . . . . .	2 00
Wallace Sawyer, labor on highway . . . . .	11 45



Paid Milan E. Davis, labor on highway . . .	\$3 50	
Milan E. Davis, labor on bridge . . .	1 50	
John H. Felch, labor on highway . . .	5 00	
John Welch, " " . . .	4 00	
George Sheldon, " " . . .	10 00	
Erastus Austin " " . . .	3 84	
James C. Towne, " " . . .	6 75	
Walter Comstock, " " . . .	2 75	
John Dunean, " " . . .	1 00	
John F. Eaton, for damage received on highway . . . . .	5 00	
	<hr/>	\$204 56

## TOWN OFFICERS' BILLS.

Paid Asa Simonds, Selectman . . .	\$42 00	
Joshua S. Larkin " . . .	44 00	
John H. Felch, " . . .	43 00	
Joseph Davis, Town Clerk . . .	29 46	
Joseph Davis, Superintending School Com mittee . . . . .	37 00	
Joseph Davis, Treasurer, . . .	20 00	
David Wilds, Collector . . .	30 00	
George W. Hayward, Sexton . . .	6 00	
A. D. Tuttle, Librarian . . .	25 00	
Auditors' bill . . . . .	3 00	
	<hr/>	\$279 46

State Treasurer, State tax . . . . . \$1,548 00

County Treasurer, County tax . . . . . \$510 24

Non-resident highway tax . . . . . \$45 45

## ABATEMENT OF TAXES.

In Collector Nelson's list of 1869 . . .	\$1 82	
" Barney's list of 1872 . . .	2 60	
" Wilds's list of 1873 . . .	2 05	
	<hr/>	\$6 47

## RECAPITULATION.

Money received by Treasurer . . . . . \$11,198 76

## MONEY PAID OUT BY TREASURER.

Paid Several school districts . . . . .	\$961 27
Support county paupers . . . . .	243 33
Town paupers . . . . .	306 05
Repairing roads and bridges . . . . .	204 56
Repairing hearse . . . . .	211 25
Miscellaneous bills . . . . .	166 70
Town officers . . . . .	279 46
State Treasurer, State tax . . . . .	1,548 00
County Treasurer, County tax . . . . .	510 24
Non-resident tax . . . . .	45 45
Abatement of tax . . . . .	6 47
High School district . . . . .	200 00
	<hr/> \$4,682 78

JOSEPH DAVIS.

*Treasurer.*

We, the undersigned, have examined the foregoing accounts, and find them correctly cast and duly vouched, and find a balance in the Treasurer's hands of six thousand five hundred and fifteen dollars and ninety-eight cents, (\$6,515 98.)

ANDREW B. STONE,

JOHN P. HILLS,

MARK N. SPALDING.

*Auditors.*

# REPORT OF THE OVERSEERS OF THE POOR.

---

Number of paupers supported 3. Cost of supporting the town paupers as per Treasurer's report	\$306 05
Number of county paupers supported by the town the past year 2, and Kelley family assisted.	
Cost of supporting county paupers . . . . .	\$243 33
There is due Daniel McAdams for support of Mrs. Ward Ware . . . . .	\$41 00

ASA SIMONDS,  
JOSHUA S. LAKIN,  
JOHN H. FELCH,  
*Overseers of the Poor.*

## SELECTMEN'S REPORT.

For the year ending March 1, 1874.

Due Daniel McAdams for support of Mrs. Ward Ware	\$41 00
Due High School Committee . . . . .	\$200 00
Dog tax unappropriated . . . . .	55 00
“ appropriated and paid by last year's Treasurer .	33 00
“ appropriated and due March 10, 1874 . . . .	11 00

The above are all the claims against the town of which we have any knowledge.

## ASSETS OF THE TOWN.

Money in treasury . . . . .	\$756 98
State bonds . . . . .	5,700 00
Wm. Robinson's note, principal and interest	71 28
In Collector of Peterboro hands for 1867 .	272 67
“ “ “ 1868 .	297 04
“ Wild's “ 1871 .	1 76



" Barney's	"	1872	.	2	02	
" Wild's	"	1873	.	254	72	
					<hr/>	\$7,356 47

Assets over debts . . . . . \$7,049 47

ASA SIMONDS,  
JOSHUA S. LAKIN,  
JOHN H. FELCH.  
*Selectmen of Hancock.*

## REPORT OF THE SCHOOL COMMITTEE.

---

The Superintending School Committee are required by law to make out an annual report to their constituents, giving them a detailed statement of the management, progress, and condition of the schools which they have had the supervision of the past year. In complying with these requirements, your committee find much difficulty, as to their report, unless they allow themselves to make considerable repetition from year to year. Neither would it be the part of wisdom or even commendable on the part of the committee to speak in terms of disparagement against any teacher that has been employed to instruct the young in the common district schools in town. They are not all constituted alike, not of the same temperament, or disposition; consequently, each will endeavor to manage, discipline, and govern their school according to their own inclinations of feeling and judgment. Like every other profession, they are not all adapted to its calling. You will find some very active and busy among their pupils, looking after the sly and roguish, and cheering on the dull and listless ones to more activity in the pursuit of their lessons, while others are possessed of a less active temperament, who do not infuse into the minds of their scholars that enthusiasm which would electrify and stimulate them to life and activity, in pursuing their studies. Still they are possessed of a good heart, kind and affectionate feelings, but leave their pupils to work out their own mischief, according to their own inclination and desire. Your committee speak of these particulars in gentle terms, and would further say to all those who are intending to become teachers, or have commenced teaching, that the school room is not a place of ease, or where you will find many leisure moments. But far otherwise, if you do your duty to yourselves and the pupils that are sent to school for you to take charge

of, you must make up your mind to work, and not sit in your chair and hear recitations, or call them to you to answer questions that have been proposed by some scholar. No; you should move round among the scholars, give them your assistance in explaining or solving some difficult problem, which they have been trying to perform and become discouraged, and I might say, almost disgusted with the studies they are pursuing, because they do not understand them. Such explanations, and an encouraging word, exert a salutary influence upon the youthful mind; it stimulates them to greater efforts to accomplish their tasks. They would see and know that their teacher is trying and laboring hard to assist them in pursuing their studies, and that scholar ought to feel a sense of shame, who does not appreciate the kindness of such a teacher. The schools in town have been taught the past year with a good degree of success. The Prudential Committees have for the most part been very fortunate in securing the services of those who were quite well qualified in point of education and experience; who have been able to enforce a fair degree of discipline; have been able to impart their instruction in a manner that gave activity and prosperity to their schools.

But I do not hesitate to say that many of our schools would have been better and more useful if they had been better governed. In a few instances we must say that degree of order that is so necessary for the prosperity of our schools, was not preserved. But this we must, in a great degree, attribute to the older scholars, and a want of support and co-operation of parents.

I speak of parents with teachers, because home influence exerts a mighty power in the formation of youthful character. Expensive schools and superior teachers will fall far short of good success, if parents and guardians of their scholars, feel only indifference to the labors of the teacher, and the waste of power, loss of time, and expenses of the school, all must see, will be great, when the home influence is in opposition—when fault-finding and disrespect are made the general topic of conversation at the evening fire-side toward the teachers and their labors. We are aware that teachers are usually the first to accept new ideas for the instruction and disciplining of youth, but such ideas will fail to accomplish that amount of good, however excellent, if the opinion of the world round about is in opposition to it. A stream does not gen-



erally rise higher than its source, neither will the education of youth in any community, rise very much above parental appreciation and desire. Teachers and pupils will lose much of their energy and ambition if their labors and efforts create no interest outside of the school room.

Encouragement most commonly gives success, consequently, a part of the child's education, and not an unimportant part must be done at home if done at all. The pupil goes to school with few preconceived ideas as to his studies. He comes, in the course of time, to imbibe and accept the opinions of his parents and friends, and his mind will be very apt to take the cast of minds around him. The mind of the child is a blank sheet of photographic paper, and the parental fire side is the sun, which indelibly prints thereon the predominating influences. Then how necessary it is that all methods of improved instruction, all questions in regard to our district schools, should be considered by those who make that public opinion which tends so much to mold the opinions of children, for without their aid, teachers and committee must labor at a greater disadvantage than the renowned mathematical frog that lost so much of his labor he had painfully made the day before. But some will say that the teacher is responsible for the conduct of the child he has not advanced in his studies as far as expected, or the teacher is not qualified, therefore not capable of teaching, and the committee ought not to have given their approbation. Your committee are aware, that many, yes, a majority fail to answer the legal qualifications according to the letter of the law. But the question naturally occurs, "is it not possible that some of our most noted and successful teachers might be found wanting, when tried by the test of personal examination? Knowledge is only one of the qualifications for a teacher, but the capacity for governing a school cannot always be proved by correct answers to questions on the theory and practice of teaching. Therefore we give them a certificate on the ground that they are qualified as well as the average.

Our schools, in point of number of scholars, are small in most of the districts, not averaging more than eight or ten, hence there is not that emulation existing among the scholars, that is usually manifested in schools of larger numbers, neither do the teacher feel or take that interest in their labors, they would had they more

material to work with. They cannot create that interest which is so desirable in every school for its improvement. Then again, the amount of money appropriated for some of the districts, according to the present mode of distribution, is so small the schools in those districts are very short, consequently the children of those districts do not have that amount of schooling they ought, when compared with other districts. Several of these districts contain as many scholars, and some more, than those which have considerable more money, and far less scholars. In fact, some districts have more money than children to go to school, and in one, they had no winter school, for the teacher had no material to work with. Now, would it not be doing as we should like to be done by to make a more equal division of the school money among the several districts in town, thereby giving to the poorer districts a better opportunity to educate their children, by having longer terms of school. If the town does not think best to make a more equal distribution of the money, would it not be well to devise some way or means by which the number of districts may be lessened, by uniting two or more into one, which would lengthen the term of school by diminishing the expense, which is now incurred to support them. Your Committee make these suggestions that all who have the best interest of our district schools at heart, may consider the subject well before our annual town meeting.

In order that all may understand the length of schools, number of scholars, &c., of our schools, we submit following detailed statement:

#### DISTRICT No. 1.

Summer school taught by Miss Delia Hardy, Nelson. Length of school, twelve weeks; number of scholars, five years of age and over, twenty-nine; average attendance,  $33\frac{1}{2}$ . Wages and board of teacher, \$28 per month. The progress of this school was such in the opinion of the committee, as to give general satisfaction.

Winter term kept by Miss Laura L. Nims, Roxbury. Length of school, 12 weeks; wages, \$34 per month and board of teacher. Whole number of scholars over 4 years attending school, 38; average attendance,  $34\frac{1}{2}$ . Miss Nims was a faithful teacher, one who had the good of her pupils at heart, and if there were any

that did not appreciate her kindness, both in precept and example, it might be attributed to their fault, not hers. Both terms were successfully taught. The scholars requitted themselves honorably at the closing examination.

#### DISTRICT No. 2.

This school had but one term the past year, and that was taught 13 weeks, by Miss Myra E. McIlvin of Antrim. Number of scholars, 7; average attendance,  $6\frac{3}{4}$ . Wages of teacher per month, \$20. Miss McIlvin's health failed, and she was under the necessity of closing her labors before the term was out. The scholars in this district stand high in their literary attainment, showing that the teacher and pupils had done a good winter's work. This school is still in progress, under the charge of Miss J. Nesmith of Hancock, a most faithful and experienced teacher, who no doubt will maintain the high position it had acquired under the former teacher. The district may consider themselves fortunate in securing two such excellent instructors.

#### DISTRICT No. 3.

The summer and winter term in this district was under the charge of Miss Ella M. Nahor of Peterborough, a live, active and energetic teacher--shirking no responsibility, cheerful, pleasant and amiable, ever ready with a helping hand and active mind to assist those who were placed under her for instruction. This was a good school, each scholar striving to excel the others in the same study and class, which creates an emulation that is worthy of commendation. Length of school, each term 8 weeks; whole number of scholars, summer 14, winter 13; average attendance nearly 12 each term. Average wages \$25, including board. Six scholars reported not tardy or absent either term.

#### DISTRICT No. 4.

Was under the instruction of Miss Annie Weston of Hancock, both summer and winter. This school is small; number of scholars in summer, 9; in winter, 8. Length of school, summer, 8 weeks; winter, 6 weeks. Average attendance, 8; average wages, \$15, including board. This was Miss Weston's first attempt at teaching. She possessed tact, originality and perseverance in her



mode of instruction, which awakened quite a lively interest among the scholars in their studies. The progress of this school was good, considering the few weeks the children have to go. Some good scholars in the school, and no doubt there would be many more could the district have more money to lengthen out the schools.

#### DISTRICT No. 5.

Miss Mary E. Sheldon of Hancock, teacher. Whole number of scholars, summer term, 9; winter term, 4. Average attendance, summer, 8; winter, 4. Length of school, summer, 7 weeks; winter  $6\frac{1}{2}$ . Average wages per month, including board, \$25. Miss Sheldon maintained her former reputation as a teacher, both summer and winter. Scholars gave evidence of good instruction, at the closing examination, were prompt in their answers, and appeared to understand the work they had been doing. Miss Sheldon was not able to finish her winter school, owing to ill health, and her sister, Miss E. Sheldon, kept it out, with good success.

#### DISTRICT No. 6.

Miss Ida E. Johnson, Hancock, teacher, Summer Term. Length of school, 6 weeks; whole number of scholars, 8; average attendance, 6 5-7; wages, including board, per month, \$20. A good school; kept by a good teacher; all parties well satisfied with the proficiency the pupils made in their studies. Winter Term kept by Miss Nellie A. Hadley, Hancock. Length of school, 8 weeks; wages, \$24 per month, including board; whole number of scholars, 9; average attendance, 8 3-13. The committee did not visit this school at its close, but judging from the appearance of the school and teacher at its commencement there was a kind and united feeling between them. Miss H. has a good faculty of gaining the good will and affection of her scholars—consequently, the results of such teachers will prove satisfactory.

#### DISTRICT No. 7.

The charge of the Summer school was under the care of Miss Nellie E. Hadley of Hancock. Length of school, 8 weeks; whole number of scholars, 8; average attendance,  $7\frac{1}{3}$ ; wages of teacher including board, per month, \$19. Order and discipline good,

scholars learned well. Everything very satisfactory but one—that was the want of more scholars, which is the case with the majority of our schools in town.

Winter school kept by Miss Mary E. Cooledge, Hancock. Length of school, 11 3-5 weeks; wages of teacher including board \$24; whole number scholars, 11; average attendance,  $10\frac{1}{2}$ . Miss Coolidge's mild and pleasant disposition and her general deportment would no doubt exert a good influence upon the minds of her pupils of whom she had charge. The scholars were orderly at the first and last visits of the committee, and appeared to be interested in their lessons. Progress commendable.

#### DISTRICT No. 8.

Summer Term kept by Miss Katie L. Brown, Hancock. Length of school, 9 weeks; wages of teacher per month including board, \$16; whole number scholars, 10; average attendance,  $6\frac{1}{2}$ . Miss B. was a new beginner. A little more practice and experience will make an excellent teacher. School appears well, and did all expected. Fall Term was under the charge of Miss Ida E. Johnson, Hancock. Length of school, 9 weeks; wages per month and board, \$18; whole number scholars, 10; average attendance, 9. Miss Johnson's success, and ability to teach, gave general satisfaction. Winter school commenced by A. Brooks. Not having scholars to run the school, it was given up. Hence, no school has been kept in this district the past winter.

#### DISTRICT No. 9.

The Summer and Winter schools taught by Miss Dorothy M. Wilder, Stoddard. Length of school, Summer, 6 3-5, Winter, 8 weeks; wages of teacher per month, Summer, \$10, Winter, \$14; whole number of scholars, Summer, 10, Winter, 11; average attendance, Summer, 9, Winter,  $8\frac{1}{2}$ . Miss Wilder, being an old and experienced teacher, accomplished a good work in a short time. Some of the scholars in this school will rank among the first in town, according to their age, in many of their studies. The terms are short, and were it not for the liberality of the parents would be much shorter. This district has small amount of money for school purposes; consequently, they have to open their doors and purses in order that their children may receive any benefit from the small amount which is apportioned out to them, according to the present distribution of our school money.

The whole number of scholars in town as reported by the several teachers, is 140. The amount of money appropriated for schooling, including the literary fund, was \$961.27, giving to each scholar about six dollars and eighty-six cents. It will be seen that the increase in the price of board, and the wages of teachers from what they were formerly, tends materially to contract the length of our schools. A school of ten or twelve weeks may be made profitable, with a good, energetic and enterprising teacher,—more than that, the child begins to become tired, dull, languid, and takes but little interest in it. On the other hand, if the school is but six weeks, just as he begins to understand what he is studying, it closes; he goes from school to work, has but little idea of a practical benefit of the knowledge he tried to obtain, any more than if he had not been to school, consequently the money was expended as required by law, but very little good resulted from it. Then, in conclusion, we would recommend our primary district schools to the active regard of its citizens. In them the child receives some of his first impressions, which lays the foundation for his future education and welfare.

Neither wealth, social position, nor affected influence are recognized in them, but the children of all conditions of men, sit side by side in perfect equality, except such difference as the Creator has made in the powers of the mind and tendencies of the souls. The instruction is such that it is adapted to all, neither relating to theological denominations or political parties. It is this equality, justice and universality of the system which gives it strength and makes it the hope of the future, as it has been a tower of strength in the past.

JOSEPH DAVIS,  
WILLIAM H. WESTON.  
*S. S. Committee.*









315.0  
3) 12600  
1421

New Hampshire State Library



3 4677 00310231 1

